Foxdell Primary School
Skills Progression in MATHS

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number and Place value						
ELG: Number • Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5; ELG: Numerical Patterns • Verbally count beyond 20, recognising the pattern of the counting system • Compare quantities up to 10 in different contexts	-count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number -count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens -given a number, identify one more and one less -use the language of: equal to, more than, less than (fewer), most, least -identify and represent numbers using objects and pictorial representations including the number line	-count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward -compare and order numbers from 0 up to 100; use <, > and = signs -identify, represent and estimate numbers using different representations, including the number line	- count from 0 in multiples of 4, 8, 50 and 100 -find 10 or 100 more or less than a given number -compare and order numbers up to 1000 -identify, represent and estimate numbers using different representations	-count backwards through zero to include negative numbers -count in multiples of 6, 7, 9, 25 and 1000 -find 1000 more or less than a given number -order and compare numbers beyond 1000 *compare numbers with the same number of decimal places up to two decimal places* *(copied from Fractions)* -identify, represent and estimate numbers using different representations	-interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero -count forwards or backwards in steps of powers of 10 for any given number up to 1000 000 -read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit (appears also in Reading and Writing Numbers)	-use negative numbers in context, and calculate intervals across zero -read, write, order and compare numbers up to 10 000 000 and determine the value of each digit (appears also in Reading and Writing Numbers and Understanding Place Value)

	-read and write numbers from 1 to 20 in numerals and words	-read and write numbers to at least 100 in numerals and in words *-tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks (copied from Measurement)* -recognise the place value of each digit in a two-digit number (tens, ones)	-read and write numbers up to 1000 in numerals and in words -recognise the place value of each digit in a three-digit number (hundreds, tens, ones)	-read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. -recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) *-find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths* (copied from Fractions) -round any number to the nearest 10, 100 or 1 000 *-round decimals with one decimal place to the nearest whole number (copied from Fractions)*	-read Roman numerals to 1000 (M) and recognise years written in Roman numerals. -read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit (appears also in Reading and Writing Numbers) *-recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents (copied from Fractions)* -round any number up to 1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000 *-round decimals with two decimal places to the nearest whole number and to one decimal place (copied from Fractions)*	-read, write, order and compare numbers up to 10 000 000 and determine the value of each digit (appears also in Reading and Writing Numbers and Understanding Place Value)7 *-identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places* (copied from Fractions) -round any whole number to a required degree of accuracy *-solve problems which require answers to be rounded to specified degrees of accuracy (copied from Fractions)*

		-use place value and number facts to solve problems	-recognise the place value of each digit in a three digit number (hundreds, tens, ones) -solve number problems and practical problems involving these ideas.	-solve number and practical problems that involve all of the above and with increasingly large positive numbers	-solve number problems and practical problems that involve all of the above	-solve number and practical problems that involve all of the above
Number- Addition and Subtraction						
ELG: Number: • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. • Combining 2 groups to find the whole **ELG: Numerical Patterns** • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. • recognising when one	-represent and use number bonds and related subtraction facts within 20 -add and subtract one-digit and two-digit numbers to 20, including zero	-recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 -add and subtract numbers using concrete objects, pictorial representations, and mentally, including: • a two-digit number and ones • a two-digit number and tens • two two-digit numbers • adding three one-digit numbers -show that addition of two numbers can	add and subtract numbers mentally, including: * a three-digit number and ones * a three-digit number and tens * a three-digit number and hundreds -add and subtract	-add and subtract numbers mentally with increasingly large numbers -add and subtract whole	-perform mental calculations, including with mixed operations and large numbers -use their knowledge of the

quantity is greater than, less than or the same as the other quantity	-read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Written Methods) -solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ - 9	be done in any order (commutative) and subtraction of one number from another cannot -recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems -solve problems with addition and subtraction: • using concrete objects and pictorial representations, including those involving numbers, quantities and measures • applying their increasing knowledge of mental and written methods *solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change* (copied from Measurement)	numbers with up to three digits, using formal written methods of columnar addition and subtraction -estimate the answer to a calculation and use inverse operations to check answers -solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) -estimate and use inverse operations to check answers to a calculation -solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) -use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy -solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	order of operations to carry out calculations involving the four operations -use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy. -solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why -Solve problems involving addition, subtraction, multiplication and division
Multiplication and Division						

	-count in multiples of twos, fives and tens (copied from Number and Place Value) -solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	*-count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward* (copied from Number and Place Value) -recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers -calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs -solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	*-count from 0 in multiples of 4, 8, 50 and 100 (copied from Number and Place Value)* -recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables -write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods (appears also in Written Methods) 40 x 6 = 20 x 6 = 24 x 6 = -write and calculate mathematical statements for multiplication and division using the	*-count in multiples of 6, 7, 9, 25 and 1 000 (copied from Number and Place Value)* -recall multiplication and division facts for multiplication tables up to 12 × 12 -use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers -recognise and use factor pairs and commutativity in mental calculations (appears also in Properties of Numbers) -multiply two-digit and three-digit numbers by a one-digit number using formal written layout -recognise and use factor pairs and commutativity in mental calculations (repeated) *-estimate and use inverse operations to check answers to a calculation*	*-count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 (copied from Number and Place Value)* -multiply and divide numbers mentally drawing upon known facts -multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 -multiply numbers up to 4 digits by a one- or two digit number using a formal written method, including long multiplication for two digit numbers -divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context -identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. -know and use the vocabulary of prime numbers, prime factors and composite (non prime) numbers -establish whether a	-perform mental calculations, including with mixed operations and large numbers. *-associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $^{3}/_{8}$)* (copied from Fractions) -multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication -divide numbers up to 4- digits by a two-digit whole number using the formal written method of short division where appropriate for the context -divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context *-use written division methods in cases where the answer has up to two decimal places (copied from Fractions (including decimals)*

			multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods (appears also inMental Methods) *-estimate the answer to a calculation and use inverse operations to check answers (copied from Addition and Subtraction)* -solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects	*(copied from Addition and Subtraction)* -solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects	number up to 100 is prime and recall prime numbers up to 19 -recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3}) never true that a square number has an even number of factors. -solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes -solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign -solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates	-identify common factors, common multiples and prime numbers *-use common factors to simplify fractions; use common multiples to express fractions in the same denomination (copied from Fractions)* *-calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm^3) and cubic metres (m^3), and extending to other units such as mm^3 and km^3 (copied from Measures)* -use their knowledge of the order of operations to carry out calculations involving the four operations -use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy -solve problems involving addition, subtraction, multiplication and division *-solve problems involving similar shapes where the scale factor is known or can be found (copied from Ratio and Proportion)*

Fractions						
		-Pupils should count in fractions up to 10, starting from any number and using the 1/2 and 2/4 equivalence on the number line (Non Statutory Guidance)	-count up and down in tenths	-count up and down in hundredths		
	-recognise, find and name a half as one of two equal parts of an object, shape or quantity	-recognise, find, name and write fractions $^{1}/_{3}$, $^{1}/_{4}$, $^{2}/_{4}$ and $^{3}/_{4}$ of a length, shape, set of objects or quantity	-recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators -recognise that tenths arise from dividing an object into 10 equal parts and by dividing one – digit numbers or quantities by 10.	-recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten	-recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents (appears also in Equivalence)	
	-recognise, find and name a quarter as one of four equal parts of an object, shape or quantity		-recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators -compare and order unit fractions, and fractions with the same denominators	-compare numbers with the same number of decimal places up to two decimal places	-compare and order fractions whose denominators are all multiples of the same number -read, write, order and compare numbers with up to three decimal places	-compare and order fractions, including fractions >1 -identify the value of each digit in numbers given to three decimal places

				-round decimals with one decimal place to the nearest whole number	-round decimals with two decimal places to the nearest whole number and to one decimal place	-solve problems which require answers to be rounded to specified degrees of accuracy
		-write simple fractions e.g. $^1/_2$ of 6 = 3 and recognise the equivalence of $^2/_4$ and $^1/_2$.	-recognise and show, using diagrams, equivalent fractions with small denominators	-recognise and show, using diagrams, families of common equivalent fractions	-identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths	-use common factors to simplify fractions; use common multiples to express fractions in the same denomination
				-recognise and write decimal equivalents of any number of tenths or hundredths	-read and write decimal numbers as fractions (e.g. 0.71 = $^{71}/_{100}$) -recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	-associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $^3/_8$)
				-recognise and write decimal equivalents to $^1/_4$; $^1/_2$; $^3/_4$	-recognise the percent symbol (%) and understand that percent relates to "number of parts per hundred", and write percentages as a fraction with denominator 100 as a decimal fraction	-recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
			-add and subtract fractions with the same denominator within one whole (e.g. $^5/_7 + ^1/_7 = ^6/_7$)	-add and subtract fractions with the same denominator	-add and subtract fractions with the same denominator and multiples of the same number	-add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions

					-recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number (e.g. $^{2}/_{5} + {}^{4}/_{5} = {}^{6}/_{5} = 1^{1}/_{5}$)	
					-multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	-multiply simple pairs of proper fractions,writing the answer in its simplest form (e.g. $^{1}/_{4} \times {}^{1}/_{2} = {}^{1}/_{8}$)
						-multiply one-digit numbers with up to two decimal places by whole numbers
						-divide proper fractions by whole numbers (e.g.1/3÷2 =1/6)
				-find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths		-multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places
						-identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places

				-solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number -solve simple measure and money problems involving fractions and decimals to two decimal places.	-solve problems involving numbers up to three decimal places -solve problems which require knowing percentage and decimal equivalents of $^1/_2$, $^1/_4$, $^1/_5$, $^2/_5$, $^4/_5$ and those with a denominator of a multiple of 10 or 25.	-associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction -use written division methods in cases where the answer has up to two decimal places
Ratio and Proportion						
						-solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts -solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison

						-solve problems involving similar shapes where the scale factor is known or can be found -solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
Algebra						
-sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening	*-solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and* ***missing number problems*** *such as 7 = □ - 9* (copied from Addition and Subtraction) *-represent and use number bonds and related subtraction facts within 20* (copied from Addition and Subtraction) *-compare and sequence intervals of time* *(copied from Measurement)* *-order and arrange combinations of mathematical objects in*	*-recognise and use the inverse relationship between addition and subtraction and use this to check calculations and* ***missing number*** *problems.* (copied from Addition and Subtraction) *-recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100* (copied from Addition and Subtraction)	-solve problems, *including* ***missing number*** *problems, using number facts, place value, and more complex addition and subtraction.* (copied from Addition and Subtraction) *-solve problems, including* ***missing number*** *problems, involving multiplication and division, including integer scaling* (copied from Multiplication and Division)	*-Perimeter can be expressed algebraically as 2(a + b) where a and b are the dimensions in the same unit.* *(Copied from NSG measurement)*	*-use the properties of rectangles to deduce related facts and find* ***missing lengths and angles*** (copied from Geometry: Properties of Shapes)	-express missing number problems algebraically -find pairs of numbers that satisfy number sentences involving two unknowns -enumerate all possibilities of combinations of two variables -use simple formulae *-recognise when it is possible to use* ***formulae*** *for area and volume of shapes* (copied from Measurement) -generate and describe linear number sequences

(copied from Measurement)	*patterns (copied from Geometry: position and direction)*					
Measurements						
• Explore the concept of time by looking at activities conducted at different points in the day. • Understand what is meant by length, height and distance, weight and capacity	-compare, describe and solve practical problems for: lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half] • mass/weight [e.g. heavy/light, heavier than, lighter than] • capacity and volume [e.g. full/empty, more than, less than, half, half full, quarter] • time [e.g. quicker, slower, earlier, later] -sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]	-compare and order lengths, mass, volume/capacity and record the results using >, < and = -compare and sequence intervals of time	-compare durations of events, for example to calculate the time taken by particular events or tasks -estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as	-estimate, compare and calculate different measures, including money in pounds and pence (also included in Measuring)	-calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes (also included in measuring) -estimate volume (e.g. using 1 cm^3 blocks to build cubes and cuboids) and capacity (e.g. using water)	-calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm^3) and cubic metres (m^3), and extending to other units such as mm^3 and km^3.

	-measure and begin to record the following: • **lengths and heights** • **mass/weight** • **capacity and volume** • **time** (hours, minutes, seconds**)**	-choose and use appropriate standard units to estimate and measure **length/height** in any direction (m/cm); **mass** (kg/g); **temperature** (°C); **capacity** (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels	a.m./p.m., morning, afternoon, noon and midnight (appears also in Telling the Time) -measure, compare, add and subtract: **lengths** (m/cm/mm); **mass** (kg/g); **volume/capacity** (l/ml)	-estimate, compare and calculate **different measures,** including **money in pounds and pence** (appears also in Comparing)	-use all four operations to solve problems involving measure (e.g. **length, mass, volume, money**) using decimal notation including scaling.	-solve problems involving the calculation and conversion of **units of measure**, using decimal notation up to three decimal places where appropriate -(appears also in Converting)
			-measure the **perimeter** of simple 2-D shapes	-measure and calculate the **perimeter** of a rectilinear figure (including squares) in centimetres and metres	-measure and calculate the **perimeter** of composite rectilinear shapes in centimetres and metres	-recognise that shapes with the same areas can have different **perimeters** and vice versa
	-recognise and know the value of different denominations of **coins and notes**	-recognise and use symbols for pounds **(£) and pence (p)**; combine amounts to make a particular value -find different combinations of coins that equal the same amounts of money	-add and subtract amounts of **money** to give change, using both £ and p in practical contexts			

	-tell the time to the hour and half past the hour and draw the hands on a clock face to show these times -recognise and use language relating to dates, including days of the week, weeks, months and years	-**solve simple problems** in a practical context involving addition and subtraction of money of the same unit, including giving change -tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. -know the number of minutes in an hour and the number of hours in a day. (appears also in Converting)	-tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks -estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight (appears also in Comparing and Estimating)	-find the area of rectilinear shapes by counting squares -read, write and convert time between analogue and digital 12 and 24-hour clocks (appears also in Converting)	-calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes *-recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3})* (copied from Multiplication and Division)	-calculate the area of parallelograms and triangles -calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [e.g. mm^3 and km^3]. -recognise when it is possible to use formulae for area and volume of shapes

		-know the number of minutes in an hour and the number of hours in a day. (appears also in Telling the Time)	-know the number of seconds in a minute and the number of days in each month, year and leap year	-solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days (appears also in Converting)	-solve problems involving converting between units of time	
				-convert between different units of measure (e.g. kilometre to metre; hour to minute)	-convert between different units of metric measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)	-use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places
				-read, write and convert time between analogue and digital 12 and 24-hour clocks (appears also in Converting)	-solve problems involving converting between units of time	-solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate (appears also in Measuring and Calculating)
				-solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days (appears also in Telling the Time)	-understand and use equivalences between metric units and common imperial units such as inches, pounds and pints	convert between miles and kilometres

Geometry - properties of shapes						
Develop an understanding of spatial awareness • Introduction to 2D and 3D shapes • Make simple patterns • Explore more complex patterns	-recognise and name common 2-D and 3-D shapes, including: • 2-D shapes [e.g. rectangles (including squares), circles and triangles] • 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres].	-identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line -identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces -identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] -compare and sort common 2-D and 3-D shapes and everyday objects	-draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them	-identify lines of symmetry in 2-D shapes presented in different orientations -complete a simple symmetric figure with respect to a specific line of symmetry -compare and classify geometric shapes, including	-identify 3-D shapes, including cubes and other cuboids, from 2-D representations -draw given angles, and measure them in degrees (°) -use the properties of rectangles to deduce related facts and find missing lengths and angles	-recognise, describe and build simple 3-D shapes, including making nets (appears also in Drawing and Constructing) -illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius -draw 2-D shapes using given dimensions and angles -recognise, describe and build simple 3-D shapes, including making nets (appears also in Identifying Shapes and Their Properties) -compare and classify geometric shapes based on their properties and sizes

				quadrilaterals and triangles, based on their properties and sizes	-distinguish between regular and irregular polygons based on reasoning about equal sides and angles -know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles	and find unknown angles in any triangles, quadrilaterals, and regular polygons
			-recognise angles as a property of shape or a description of a turn -identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle -identify horizontal and vertical lines and pairs of perpendicular and parallel lines	-identify acute and obtuse angles and compare and order angles up to two right angles by size	-Identify: * angles at a point and one whole turn (total 360°) * angles at a point on a straight line and ½ a turn (total 180°) * other multiples of 90°	-recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles

Geometry- position, direction and movement						
	-describe position, direction and movement, including half, quarter and three-quarter turns.	-use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise) -order and arrange combinations of mathematical objects in patterns and sequences		-describe positions on a 2-D grid as coordinates in the first quadrant -describe movements between positions as translations of a given unit to the left/right and up/down -plot specified points and draw sides to complete a given polygon	-identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed	-describe positions on the full coordinate grid (all four quadrants) -draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
Statistics						
		-interpret and construct simple pictograms, tally charts, block diagrams and simple tables -ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity	-interpret and present data using bar charts, pictograms and tables	-interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs	-complete, read and interpret information in tables, including timetables	-interpret and construct pie charts and line graphs and use these to solve problems

		-ask and answer questions about totalling and comparing categorical data	-solve one-step and two step questions [e.g. 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.	-solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	-solve comparison, sum and difference problems using information presented in a line graph	-calculate and interpret the mean as an average